

Students' Voices

在校生の声



IBDP 7th Cohort Kaho



CAS (C reativity, A ctivity, S ervice)①

CAS activities have been a valuable opportunity to use my knowledge, strength, and experience. I am interested in STEM fields and participated in a 4-week study abroad program in Egypt (AFS Global STEM Academies) with an online curriculum to learn about global competence skills, social impact, and sustainability. I strongly feel that through this experience I have gained the skills to adapt to uncertainty and change, and through CAS activities I have been able to deepen my learning and rediscover my strengths.

CAS (C reativity, A ctivity, S ervice)②

I am a member of the rugby club and our team's approach is to demonstrate and acquire cooperative skills through rugby. Rugby is a sport that requires instantaneous decision-making and accurate communication. I believe that these skills are also important in social activities. Our practices and games are fertile ground for formulating and testing hypotheses about issues that arise in the process of communication and their solutions. It is considered difficult to participate in club activities and IB study simultaneously, but I have learned that by finding the similarities between the two, we can learn a lot from how they intersect.



IBDP 7th Cohort Inosuke

EE (Extended Essay)

I think the best part of EE is the in-depth exploration of topics that interest you. Because of my interest in modern Japanese history, I chose history as my EE subject with "Responsibility for the Start of the Pacific War" as my topic. For about a year from the beginning of my second year in high school, I used official records of the Japanese government as well as books written on the subject to explore how the leadership lay in the upper echelons of the Japanese government at the time. I believe that your time writing your EE will be a stimulating year for you and help you develop critical thinking skills..



IBDP 6th Cohort Jun

Graduate's Voice

卒業生の声

At first, I thought that going on to a university overseas was out of the question for me as a non-returnee student, and I only chose the IBDP out of a vague sense of attraction to it. However, as I met and discussed with classmates and teachers with diverse backgrounds and values, I realized how narrow-minded and rigid my thinking was, and I began to desire to broaden my knowledge in an environment with more diverse people. That is why I decided to study at King's College London.

Before the IBDP, most of my studies involved using given information and solutions to derive predetermined answers, but in the IB course, students are required to create all of their own solutions. Especially now that I am living as a student abroad, I have a renewed appreciation for the importance of the skills and experiences I acquired in the course at Meikei, even if I was very busy at the time.



IBDP 4th Cohort studying at King's College London Sayaka

Meikei High School

International Baccalaureate Diploma Programme

茗溪学園高等学校
IBDPコース

Continuously Evolving IB Education

Meikei prides itself on having sent over 50 students to United World College (UWC), founder and headquarters of the IB Programme. This success points to a strong affinity between the IB Programme and education at Meikei.

Our inquiry-based program, interdisciplinary events and projects, and students' individual research projects are just a few examples of this intersection.

Meikei welcomes with open arms all those who are willing to challenge themselves with our institution's singular blend of Japanese, IB, and unique-to-us education.



茗溪学園中学校高等学校

1-1 Inarimae, Tsukuba, Ibaraki 305-8502, Japan
TEL +81-29-851-6611 FAX +81-029-851-5455

<https://www.meikei.ac.jp>



International Baccalaureate Organization Home Page
<https://www.ibo.org/>



International Baccalaureate Organization IB World School Meikei High School
<https://www.ibo.org/en/school/051095/>



Fostering Independent Learning

In completing the diploma program, students will develop a variety of perspectives and values through both introspection and discussion with others. Students will grow into self-directed learners who believe that their actions can change not only their own lives but the world.



The International Baccalaureate (IB) Diploma Programme (DP)

The IBDP is a program for students between the ages of 16 and 19 years old. Students who complete the prescribed curriculum over two years, pass the final examination, and achieve the required grades will receive an internationally recognized university entrance qualification (International Baccalaureate Degree). In the DP, students select one subject from each of the following six groups and take the core subjects, TOK, EE, and CAS. In addition to the Japanese DP, which is taught in English and Japanese, we are continuing to increase the number of elective subjects, including the option to study all subjects in English.

IBDP Subjects	DP Subject Groups	Subjects Offered by Meikei (2024 Academic Year) <small>[Subjects written in Japanese are taught in Japanese. Those written in English are taught in English.]</small>
	01	言語と文学 Studies in Language and Literature
02	言語習得 Language Acquisition	●English B(SL/HL) ●日本語 B (HL/SL) ●English A(HL/SL) ●日本語 ab initio
03	個人と社会 Individuals and Societies	●歴史 (HL) ●Economics(HL/SL) ●ESS(HL/SL) ●地理 (SL)
04	理科 Sciences	●物理 (HL/SL) ●化学 (HL/SL) ●Chemistry(HL/SL) ●生物 (HL/SL) ●Biology(HL/SL) ●ESS(HL/SL)
05	数学 Mathematics	●数学 (HL/SL) ●Mathematics(HL/SL)
06	芸術 The Arts	●Economics(HL/SL) ●化学 (HL/SL) ●Chemistry(HL/SL) ●ESS(HL/SL) ●Film(SL)
Core Subjects	TOK 知の理論 Theory of Knowledge	This class provides students with an opportunity to explore and reflect on the nature of knowledge and the process of knowing through the consideration of ambiguity, uncertainty, and questions for which there are multiple reasonable answers. The goal is for students to reflect on what they already know and to be able to see things from a larger perspective.
	EE 課題論文 Extended Essay	Students will not only learn about their topic of choice, research methodology, and critical thinking by taking a deep dive into an issue of critical significance or an area of research of personal interest to them, but will also acquire important transferable skills such as time management, perseverance, overcoming difficulties, and making decisions.
	CAS 創造性・活動・奉仕 Creativity・Activity・Service	Students will plan and engage in extracurricular activities on their own, such as via creating something, exercising to stay fit, or volunteering, guided by the belief that delving into an area of interest allows us to figure out who we really are.

Students who wish to enter the DP course will select it either when they advance to high school, for those who enter internally from the junior high school, or, for those who enroll in high school from outside, when they take the high school entrance examination. Students are evaluated on a 45-point scale based on a final examination held in October or November of their senior year, individual research in class, and an individual oral examination, and apply to universities based on their scores and essays. Overseas universities as well as domestic universities can be applied to through the IB entrance examination, comprehensive type selection, and school recommendation type selection.

University Acceptance [IBDP Course Cycles 1-5]

Domestic Universities

[National]
Tsukuba University / Okayama University / Yokohama City University / Akita International University / Hokkaido University / Kyoto University / Tokyo Medical and Dental University etc.
[Private]
Waseda University / Keio University / Sophia University / International Christian University / Ritsumeikan University / etc.
[School of Medicine]
Kyoto University / Tokyo Medical and Dental University / Okayama University / Kitasato University

Universities Abroad

[U.S.A.]
Brown University / Columbia University / Duke University / Northwestern University / Stanford University / UC Berkeley / UCLA / UCSD / Vanderbilt University / Williams College etc. U.K.]
Imperial College London / King's College London / University College London etc.
[Other]
University of Melbourne (Australia) / University of Toronto (Canada) / KU Leuven (Belgium) etc.

※via Times Higher Education World University Rankings 2024

The Number of students Admitted to the Top 100 Globally Ranked Universities*

40

The 3-Year Course

High School Year 1	High School Year 2	High School Year 3
Students prepare for the DP course in Japanese, Mathematics, and English, and take DP classes in each subject beginning in January.	From summer to winter, students work on their EE (Extended Essay). In the fall, students travel to Singapore, and from winter begin individual research and oral examinations in their respective subjects.	Students begin working on essay and interview preparation for college entrance exams in the summer; the DP final exams are taken in October and November.

Teachers' Voices

教員の声



Mr. Jason de Tilly

Biology

In biology, we learn about everything that affects life as we know it on Earth, from the microscopic to the macroscopic, from atoms to biomes. We also learn about the relationships and connections between all these things. Because many things in biology are small, we will often use models or watch videos with animations in class to help understand the content. Of course, laboratory work is also very important to understanding the different concepts we learn in class and apply them in real life to see the results for ourselves! We will also talk about current news that touches on what we learn in class, such as new medical discoveries, new research findings, or new species that are discovered. All in all, we try to make our class a fun and comfortable environment for learning about biology! Please join us!



English B

Welcome to English B, where language opens doors to new perspectives. Tailored for non-native speakers, this course focuses on developing your English skills through reading, writing, listening, and speaking. Studying English B will help you deepen your intercultural understanding and global awareness by exploring diverse perspectives in literature, media, and current events. With a focus on effective communication, you'll learn to express ideas clearly and confidently in both academic and everyday settings. This course also equips you for future studies and careers in our interconnected world by enhancing your language skills and cultural competence. Let's begin this exciting journey together.



Mr. Damian Johnson

Students' Voices

在校生の声



IBDP 7th Cohort
Natsuki

Film

Thanks to the fun and welcoming teachers, every class allows us to develop our thinking skills and independence as students. One of my favorites is the film class, where we learn real filming techniques. Instead of a final exam, we are evaluated on a 9-minute short film. I used to let movies wash over me, but now that I can appreciate their depth, my viewing experience has changed completely. I now view film not only as a hobby but as a potential future career in the industry!



History

I think the defining characteristic of history is its scope. Here at Meikei, we spend 5 hours a week over 2 years exploring the history of East Asia since 1860, along with content related to the dictatorships of various countries. We are expected to write persuasive essays on why things happened rather than simply memorizing dates. The course is a valuable learning experience for those who wish to pursue a career in international relations, and I personally think it has helped me to develop my writing skills.



IBDP 6th Cohort
Chiume



IBDP 7th Cohort
Ryunosuke

Theory of Knowledge (TOK)

I think that TOK (Theory of Knowledge) is the IB Programme's most mysterious and interesting subject. It is treated as a core IB subject. In class, we learn about "the nature of knowledge," but what exactly is that? Let me provide you with an example. In TOK, we might be asked things like, "When language changes does knowledge change as well?" or "What is an indigenous society?" or "Is the lack of a writing system a factor in the cultural decline of the Ainu?" We discuss these questions and try to answer them the best that we can using slides and sharing with the class as individuals and groups. There is no correct answer to these questions. However, engaging with them allows us to develop our own points of view. I feel that this class format, which was a completely new experience for me, is helping me to develop my core ideas and thinking skills.

